

# Inspection of Baker Street Nursery and Preschool

128-130 High Street, Hanham, Bristol BS15 3EJ

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Inspection date: 17 October 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Most children show they are at ease and feel safe and comfortable in the nursery. Older children play well together as they use their imaginations in the home corner, acting out real-life experiences. However, some new, younger children are visibly upset and unsettled. Although staff are warm and caring, and respond sensitively to their needs, this leaves other children with little or no support at times. Therefore, some younger children are left to their own devices with little to do. At other times, they are kept waiting for long periods, such as before going outside to play. During these times, opportunities for learning are lost.

The curriculum is not coherently planned or sequenced. The manager does not ensure that staff plan purposeful activities that focus on children's individual next steps in learning, to help them make good progress. In addition, they do not ensure that staff support the individual learning needs of all children consistently well. This includes children with special educational needs and/or disabilities (SEND).

Children learn about the importance of fresh air and exercise. They develop suitable self-care skills as they feed themselves, put on their coats to go outside and help themselves to their drinks of water. However, some hygiene routines across the nursery are not consistent enough to teach some younger children the importance of handwashing routines.

## **What does the early years setting do well and what does it need to do better?**

- The owner and manager can identify staff's strengths and areas of weaker practice. However, they do not focus staff's professional development on raising the quality of teaching to a consistently high level. Children with SEND have support plans in place, although these are not consistently implemented to quickly close any gaps in learning. This means not all children make the progress of which they are capable.
- Staff do not consistently plan activities that inspire children's curiosity. Planning does not focus on what individual children need to learn next, or help them make good progress in all areas of learning. Some children, including those with SEND, do not make the best possible progress and are at risk of falling behind.
- Children's behaviour is good. Younger children follow instructions and thrive on the praise they receive from staff. Children show pride in their environment, such as when eagerly helping to tidy the toys away. Older children listen to others, take turns in conversations, and share resources. They play together cooperatively and are sociable.
- Children have regular opportunities for fresh air and exercise. Toddlers enjoy rolling balls down the garden and show excitement as they run after them. Older

children's physical skills are supported well. They have weekly sessions with an outside company, for example, where they learn to do 'star jumps' and wait for their turn during team games.

- Staff provide good support for children's early literacy skills. Young children are keen to engage in a flour activity outside, using spoons, spades and other utensils to help develop their hand muscles. Older children draw, using pens and pencils confidently. Children enjoy singing songs and listening to stories. Staff encourage older children to recall the stories, helping them consolidate what they have learned.
- Partnerships with parents are positive, overall. Parents report that they are happy with the progress their children are making, and that they have regular communication with staff either verbally or via an online application. However, they do not often enter the nursery. This means they are unable to be fully involved with their children's learning or to ensure that their children are fully settled before they leave them.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have suitable knowledge of safeguarding and child protection issues. They know the procedures to follow if worried about a child's welfare, or if they are concerned about the behaviour of a colleague. Recruitment procedures are robust and suitable risk assessments are in place for staff whose checks have not yet been received. Staff-to-child ratios are met, and there are contingency plans in place for staff absences to help ensure that there are enough adults caring for the children. The premises are safe and secure so children can play in safety.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure planning focuses on what individual children need to learn next, including children with SEND, so that all children make the best possible progress across the areas of learning	28/11/2022
use coaching and support effectively to monitor staff's teaching practice, and focus professional development on raising the quality of teaching to a consistently good level.	28/11/2022

**To further improve the quality of the early years provision, the provider should:**

- enhance partnerships with parents so they are more involved in their children's learning at nursery and children's settling in is tailored to their individual needs
- promote positive hygiene routines consistently across the nursery to further support children's understanding of healthy practices.

## Setting details

<b>Unique reference number</b>	EY551871
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10258935
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	69
<b>Number of children on roll</b>	145
<b>Name of registered person</b>	Roche Baker Limited
<b>Registered person unique reference number</b>	RP551870
<b>Telephone number</b>	01173259709
<b>Date of previous inspection</b>	25 June 2021

## Information about this early years setting

Baker Street Nursery and Preschool registered in January 2018. It is situated in Hanham, Bristol. The nursery offers care from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and one week at Christmas. The setting employs 22 staff. Two members of staff hold early years teacher status, seven hold early years qualifications between levels 2 and 5, and several more are on training programmes. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

## Information about this inspection

### Inspectors

Charlotte Jenkin  
Marie Swindells

## Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The provider and inspectors completed a learning walk of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspectors during the inspection.
- The inspectors spoke to staff at appropriate times during the inspection.
- The inspectors took account of the views of parents/carers
- The inspectors observed the quality of education being provided, indoors and outdoors, and the impact this was having on children's learning.
- The manager and inspectors carried out a joint observation of a painting activity.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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